



The importance of stories to promote empathy in young learners

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Abstract

KEYWORDS: stories; empathy; young learners; storytelling.

This report shares an action research project that aimed to answer the question “How can stories be used as a resource in the classroom to promote empathy in young learners?”. Taking into consideration this initial question, the aims of this research were related to the use of stories in the classroom considering the stages associated to the adaption of the story and the storytelling process. Another aim was to understand which tools could be used to assess empathy trait development in students. The study took place from September to December 2019 in a 3rd grade class in a primary school in Portugal. The results highlight aspects to take into consideration when adapting and telling a story successfully in the English primary classroom, as well as a suggestion for a data collection tool to assess the empathy trait development in students.

Resumo

PALAVRAS-CHAVE: histórias; empatia; jovens aprendentes; contar histórias

Este relatório pretende responder à questão inicial “Como é que as histórias podem ser utilizadas como um recurso na sala de aula para promover a empatia em jovens aprendentes?”. Tendo em consideração esta questão inicial, os objetivos deste estudo estão relacionados com a utilização das histórias na sala de aula, considerando o processo de adaptação da história e o ato de contar a mesma. Outro aspeto importante deste projeto, seria perceber quais seriam os instrumentos de recolha de dados mais importantes, relativamente ao desenvolvimento do traço da empatia nos aprendentes. Este estudo decorreu entre Setembro e Dezembro de 2019, numa turma de 3º ano, numa escola primária, em Portugal. Os resultados demonstraram diferentes e importantes aspetos a ter em conta no processo de adaptação e no ato de contar uma história de forma bem-sucedida, bem como, instrumentos de recolha de dados pertinentes para a compreensão do estado inicial de empatia nos aprendentes.

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Introduction

As an apprentice teacher, I wanted to understand how it was possible to integrate stories in the English curriculum and how stories could be used to develop children's empathy trait. Even though I had never been a teacher before, I always believed that learning a language was more than just being able to communicate, but also an act of empathy, in the sense we are learning a new way of communication that will allow us to understand different people and maybe that will give us the capacity of putting ourselves on their place. Bearing this in mind, I believe that it is our role as teachers to encourage learners to reflect and become aware of what is around them, being able to interpret the signs and most of all being able to understand and put themselves in the place of the other. If teachers can promote this kind of awareness, children will much easily be able to find solutions for different problems they will face in the future.

While I was in my Teaching English to Young Learners (TEYLs) didactic course, I found stories an interesting and useful resource to use in the classroom, not only for the purpose of teaching a language, but also to serve as metaphoric context or background which would allow learners to use critical thought regarding the situation or questions approached in the story. Therefore, I decided that for my research I would be using stories and understand if through this resource it would be possible to foster students' awareness about the importance of feeling empathy, in other words to be able to perceive a different perspective different from their own.

I found relevant to choose this topic because it would give me an insight about one of my main areas of interest, which are stories. For example, I would be able to learn how I could successfully adapt, memorize, and tell the story and consequently feel more confident about this task in my future practise. It was also important for me to understand which strategies I could adopt to promote awareness regarding empathy in students and I would be able to explore these during my practise which would also contribute to my practise as a teacher.

Literature review

1. Storytelling and Empathy

Children develop empathy in early stages of life and this aspect of emotional intelligence can often be related to academic achievement (Ghosn, 2001). It seems that nowadays there is some difficulty for children to develop aspects related to empathy (Ghosn, 2001), which is visible due to the growth of problems such as depression, bullying, anxiety, and lack of motivation (Berger, Alcalay, Torretti, Milicic, 2011). The lack of empathy might cause serious problems in situations that involve social interaction such as cooperation and negotiation and it can be a sign that in the future the child might have behaviour problems, for example, alienation and violence (Ghosn, 2001).

Children's literature includes folk tales and fairytales, as well as contemporary children's books, songs, rhymes, and finger plays' (Curtain & Dahlberg, 2010, p. 265). In this field of literature there are several resources that can promote empathy in the ELT context, one of which is stories. One of the reasons why stories should be used is related to the fact that they promote values such as tolerance, bravery, initiative, etc. Stories can help children to understand better the human behaviour and can demonstrate that it is possible to overcome the most difficult obstacles, enriching at the same time the learners' language skills and vocabulary, as well as being a model for new language structures. (Ghosn, 2001).

2. Empathy: a definition

According to Hodges & Myers (2007):

Empathy is often defined as understanding another person's experience by imagining oneself in that other person's situation: One understands the other person's experience as if it were being experienced by the self, but without the self actually experiencing it. A distinction is maintained between self and other. (p. 296)

Hodges & Myers also suggest that the difference between cognitive and emotional empathy is that the first allows an individual to experience the same feeling other person feels, whereas emotional empathy is related to a sensation of discomfort caused by understanding or perceiving how the other person feels. As a result of

these empathizing processes, the individual will be able to put himself/ herself in the place of the other and experimenting feelings such as compassion. (p. 276). Feeling empathy means that there is a higher probability of helping others and showing compassion. Empathy is essential for successful relationships since it allows individuals to better understand each other and to better perceive their perspectives and points of view. According to Decety (2010), empathy concerns the cognitive and emotional processes of an individual that observes specific occurrences of another. In the field of neuroscience, two different theories have been focused on considering the different ways people establish empathetic connections. The first theory, the Simulation Theory, suggests that when one individual observes another going through a specific situation, this individual can imagine the different feelings that experience might cause on the other person. The second theory, the Theory of mind, states that an individual can guess how other people might feel according to common sense rules of how one should feel when going through specific. In other words, this theory suggests that people can use cognitive thought processes to explain others' feelings and mental states.

2.1 Empathy development in children aged 7 to 10

Empathy normally develops as the child starts to understand the experiences of others, which comes from situations in which social interaction emerges. (Decety, 2010). According to Walsh and Walsh, (2019), empathy in children means that the child realises that other people around them may have different feelings and opinions from their own. According to Coffen, Fox, Good (2011), empathy development can be divided into three different cognitive stages: “emotional decoding”, “understanding emotional states” and “perspective taking”. In this report, I will focus on the second and third cognitive stages, since these are the stages that involve children from 7 to 10 years old. In the second cognitive stage, children from three to seven years old start to understand that emotions can change according to the person's perspective about it and not regarding the situation itself. Finally, by the age of seven and eight years old, the child realises that it is possible to feel more than one emotion at the same time and these emotions can be either positive or negative. At ten years old, the child can recognize a wide range of occurring emotions. Finally, the third cognitive stage, “perspective taking” according to Ickes (1997) in Coffen (et al, 2011, p.25) an older child keener in giving thought to other's beliefs and thoughts in the process of understanding other's experiences. This shows that young children are also capable of showing compassion for others and are also able to understand and put themselves in the role of another person, which is essential

when learning a new language and acquiring a different culture, since the language can be a vehicle for a culture and students should be prepared to be exposed to this language dimension. In this domain of intercultural education, students should be able to show “respect for otherness” which according the council of Europe is the ability of accepting the “naturalness” of a specific culture, as well as “tolerance of ambiguity” which is the capacity of accepting lack of clarity and have a constructive attitude towards ambiguity.

3. Storytelling definition and relevance for language development and empathy

A common way to present literature to children is through storytelling. Storytelling is one of the oldest forms of communication and it is also claimed to be more effective in the context of language teaching rather than other types of more traditional resources such as textbooks (Lucarevski, 2016, p, 23). According to Ellis and Brewster (2014:)” Stories often hold a strange and magical quality that can interest and engage learners in a way that few other materials and methods have.” (p. 2). To fully understand the extension of the storytelling concept, there are some definitions that should be considered. According to Dyson and Genishi (1994), storytelling is an activity in which the teller uses a narrative structure, vocalization, and images, that can be visual or mental, to communicate with the public, who provides the teller verbal and non-verbal feedback.

Storytelling can be a very meaningful way to create good conditions in what concerns the learning environment, as well as meaningful input. Stories allow children to understand, in an easier way, some language elements (Krashen, 1981). Storytelling has features that turn storytelling special in the context of learning a foreign language:

“Stories are effective as educational tools because they are believable, rememberable, and entertaining. The believability stems from the fact that stories deal with human-like experience that we tend to perceive as an authentic and credible source of knowledge. Stories make information more rememberable because they involve us in actions of the characters. In so doing, stories invite active meaning making.” (Rossiter, 2002 in González, 2010, p. 97).

Ellis and Brewster (2014, p. 6) also refer some of the advantages of storytelling in the EFL classroom claiming that students usually like to listen stories that contain narrative conventions such as Once upon a time and stories they already know in their native language. Furthermore, Ellis and Brewster mention how stories can be appropriated to introduce the language and provide meaningful contexts to approach in the classroom context. Still referring to stories, Ellis and Brewster (2014) state that:

- Stories are motivating, challenging and enjoyable and can help develop positive attitudes towards the foreign language, culture, and language learning
- Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers. (p. 6)

Storytelling might benefit learners in terms of understanding spoken language and engagement in thinking skills, which means that in the case of young learners, they will be able to develop strategies that will allow skills such as “predicting”, “guessing meaning” and “hypothesizing”. (González, 2010, p.97). Furthermore, stories provide learners the opportunity to speak creatively the foreign language and feel confident about their learning skills. Stories are one of the vehicles that allow students to think about cultural values that sometimes might be different from their peers (González, 2010). Storytelling can be particularly meaningful for children if it uses formulaic language and patterns that occur frequently, within a predictable structure. According to Cameron (2001):

The pattern of predictability + surprise, or repetition + change is often reflected in patterns of repetition of the language. This repeated pattern, or parallelism, creates a way into the story for the active listener, as well as providing a natural support for language learning. (p. 63).

Repetitions in stories allow students to participate and be active in the process of telling the story and stimulates them to use their imagination and wonder what is going to happen next. When the story embraces all these components it will be likely to make meaning clear for students, not to mention the importance of gestures and body language while telling the story to make it easier for learners to understand the story’s message (González, 2010).

3.1 Storytelling as an approach

In the current days there are many EFL teachers of young learners that select stories as a vehicle for teaching (Hashemian, & Kalantari 2016). Stories are used as a frequent approach to teach since these resources can be the source of a wide range of materials that stimulate learners “psychologically, cognitively, socially and culturally.” (Hashemian & Kalantari 2016, p.221) Usually teachers use stories as a primary resource to explore their key materials. Stories can also be used to create specific units of work that could create “mini – syllabuses” (Brown, 2007 in Hashemian & Kalantari 2016, p. 221). This means that stories

can provide teachers an initial context from where they can develop an extended range of activities that involve children's skills development. Furthermore, a teaching approach that involves stories analysis could be much more relevant in terms of stimulating social and cultural awareness, which could have a positive impact in terms of learning and language acquisition. Storytelling as an approach is also important since it makes the learning experience enjoyable and meaningful, providing important contexts and opportunities for learners to use the language skills to communicate. Other reasons why the use of literature is meaningful can be related to the fact that stories can present significant amounts of vocabulary, structures and other chunks of language that are important for language acquisition (Hashemian & Kalantari 2016).

3.2 Selecting and adapting stories

One of the most important things that teachers should be aware of when they choose stories to present in the classroom is whether if they are going to read it or tell it aloud. In this report I will focus on the process of telling a story instead of reading it aloud.

According to Wright (1995, p.9), there are some important things to take into consideration when selecting a story to present in the classroom. Some of these things are for example:

- The engagement students will have with the story since some stories might feel childish to children to accept in their own language, but not in a foreign language.
- The teacher enjoying the story.
- Story appropriation for students (taking their age and level into account);
- Stories that learners will comprehend the meaning and enjoy them.
- Stories that offer a great variety of vocabulary and structures.
- Stories that avoid large descriptions.
- Stories which relate to the teaching context.
- Stories which the teacher should feel comfortable telling in the classroom.

When these factors are considered in the process of selecting stories, it is possible to use these resources in the ELT classroom as a method to develop learning and reinforce thinking skills.

3.2.1 Strategies to remember the story

In the process of adapting stories Wright (1995, p.9) makes some suggestions to help teachers remember stories to tell them in the classroom. Some of these suggestions are for example listening to the story several times and trying to retell it recording it or telling it to someone. Another suggestion is to choose the most important parts of the story and write them down in a diagram form, for example. The diagram form is important, because teachers can visually remember what they wrote down regarding the story and that will be helpful in the moment of telling the story. Other recommended strategies are to recall the story as if it was a film and tell it based on that perspective of the story; relate the story to a specific rhythm which can be related to verbal language or the tone of the story itself and remember the personal traits of the characters that are part of the story.

3.2.2 Adapting the story: the beginning

After knowing the story and feeling prepared to tell it aloud, the teacher should think about how to adapt it and tell it to their students. The first thing to think about is how to begin to tell the story. Wright (1995, p.15) suggests different beginnings to start the story. These include having a conversation with students about the story's main theme; starting with an introduction related to the story; starting directly with the story's first line or with a common expression such as "Once upon a time" (Wright, 1995, p. 15) and never start without making sure everyone is concentrated in the story and what the teacher is doing.

3.2.3 Adapting the story: personal traits

It is important to consider our own personality and adapt the way we tell the story to who we are. Regardless the type of personality the teacher has the objective is to tell the story as if it was theirs and that way the students will certainly understand the message within the story, as well as appreciate the listening experience.

3.2.4 Adapting the story: voice

It is relevant to mention that the teacher's voice will be also important to consider in the process of adapting the story. Human voices include features such as "pitch, volume, rhythm, softness/harshness, pace and pause" (Wright, 1995, p. 16). The use of these features will depend on the story, the teacher's personal traits and the audience. Wright also suggests that using all these features in an exaggerated way, when telling the story would be unwise.

He recommends some basic tips teachers can adopt to make the best use of their voice features such as: sitting or standing as they are telling the story, breathing calmly; taking pauses to breathe while telling the story which will avoid the teacher getting breathless; speaking loudly and clearly enough so that children who are further away from the teacher can listen clearly; trying to use different voices for the narrator and characters and different voice tones to express emotions or moods; using rhythm and pauses to make learners engage with the story in a way they can be prepared for what the teacher is going to say next (rhythm and pauses can also be used to give intensity in more dramatic moments of the story) and finally repeating important words several times to make sure students are able to convey the meaning of it.

3.2.5 Adapting the story: language

According to Wright (1995, p. 16) when adapting the story's language, the teacher should be aware of the most important words or phrases that are part of the story, since there could be a relevant meaning associated to these words, not only because they might be included in the target language, but also because they might be relevant to the story's development. Many times, words or expressions can be associated to a certain pattern or rhythm, which will help students to remember these chunks of language. It is also suitable to use language that turns the story personal both for teacher and students. However, Wright (1995, p. 17) warns teachers to be careful and respect the story's traditional form.

3.2.6 Adapting the story: face and body

Wright (1995, p. 17) states that great part of our communication is done through body and facial movements. There are different types of movements we can do like big gestures or smaller moves. He claims that teachers should use these gestures depending on the story they are going to tell, their personality and the pupil's features. To help teachers make the best use of these features he points out some tips: telling the story rather than reading it allows teachers to have a greater freedom in terms of movement, engaging the children; sometimes gestures can be used to tell the story even before saying the words of the story related to those gestures; making movements in a slower, simpler and more confident way than the teacher would do in a regular conversation to make students enjoy that moment and know that the teacher is certain of what they are saying and establishing eye contact with students rather than trying to simply analyse their facial expression. Using this strategy will make children realise that the teacher is not only focusing on telling the story, but they are also paying attention to them and their reactions.

4. Summary

This section attempted to explain the concept of empathy, how empathy develops in young children and why is it an important trait to develop in conjunction with other skills related the English curriculum. In this chapter it was also explained how stories can be an important resource to serve as an initial background to raise awareness about important issues such as empathy. It was also mentioned different key points and strategies that teachers should consider, when selecting adapting and telling a story in the classroom. Teachers have the important role of mediators between students and stories and therefore have the capacity to make these resources an opportunity for exploitation regarding the English language and the moral values associated to the story itself. The selection, adaptation and storytelling processes are key steps to provide students confidence to use and explore all the aspects related to the story. These statements are the reason why this report focus on stories and empathy, explaining the way these resources can develop this personal trait. According to this, the following questions will be matter of consideration:

- Which were the most helpful tools regarding the analysis of empathy development in children?
- If are there any noticeable changes in students' demonstration of empathy?
- What skills can I develop to become a successful teller of stories in English?

Methodology

1. Introduction

The purpose of this action research was initially to understand how stories and drama activities could promote empathy in young learners. Unfortunately, during my PES 2 I did not have time enough to do the activities related to drama, and I will explain later why. Nonetheless, I was still able to present a story to my students and it was possible to make some reflections regarding the things I discovered when I had to adapt the story to tell it aloud and how the students responded to it. The three research questions related to my topic and which I wanted to understand better, were the following:

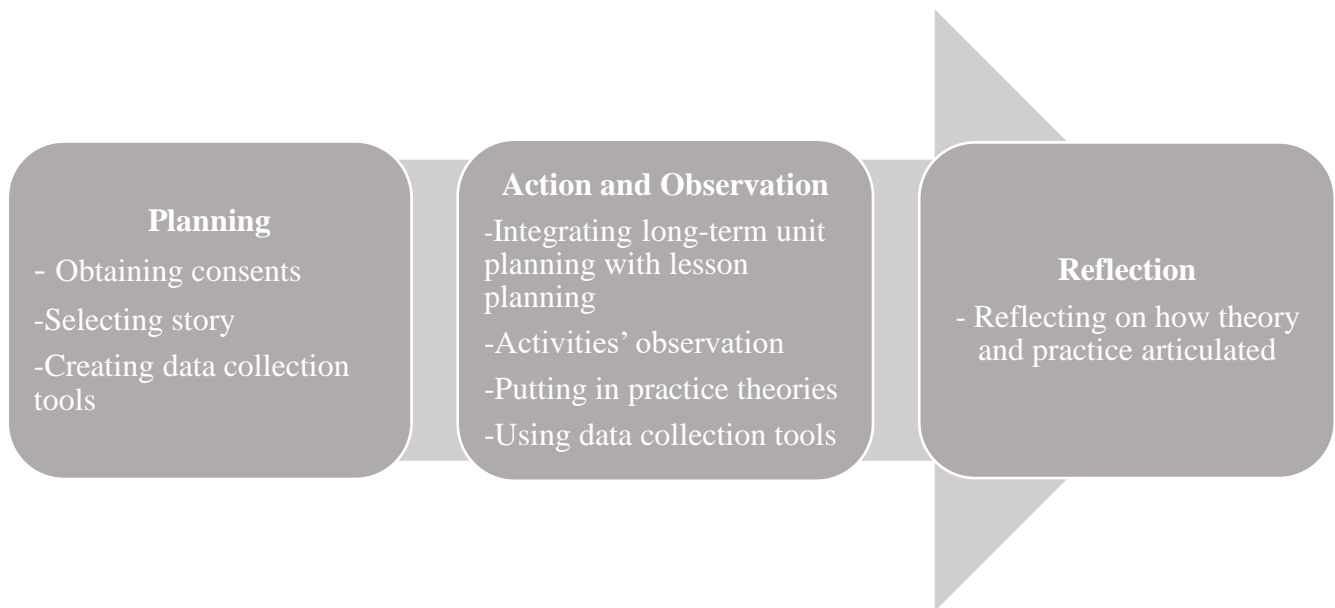
- Which were the most helpful tools regarding the analysis of empathy development in children?
- If are there any noticeable changes in students' demonstration of empathy?
- What skills can I develop to become a successful teller of stories in English?

In this section I will explain the relevance of this action research in my experience as a teacher, the different stages of my action research plan and my observations and reflections.

2. Action research

According to Burns (2010), action research (AR) could be a valuable method to obtain awareness of ourselves as teachers, our classrooms, and our pupils. In other words, Burns considers AR as a reflective teaching approach in which teachers do not necessarily need to think about their practise as problematic, but instead analyse it so it is possible to find areas that one as a teacher can improve. In these terms “a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal context” (Burns, 2010, p.2). The development of this AR took into consideration the four stages of action research, suggested by Burns (2010): planning, action, observation, and reflection (p.8). Despite being four different stages of action, they were always connected, and each required a

significant amount of reflection which would influence the next stage and whole action research.



3. Planning

To begin my action research, I delivered letters of consent to students, parents, and the school's headmaster, explaining not only the purpose of my research, which is related to observe how stories can develop the empathy trait in primary students, but also what students would be doing in the classroom that would allow them to develop this trait. During this stage I also started to select the story I would be using and developing the data collection tools such as two questionnaires and an observation grid. I also developed the long-term plan which would be used during the action and observation stages. After collecting the necessary consents, I planned to give students the first questionnaires, in order to observe the initial state of matters regarding the object of my research and then, at the end of the study, give them these same questionnaires to compare the different results. After students had completed the questionnaires, the target vocabulary related to the topic was introduced. The students would need this vocabulary to participate in the study and develop empathy skills. Afterwards, I planned to tell students a story which would be the basis of every activity included in the long-term planning. I also developed an observation grid to take record of different gestures, expressions and movements that would help me take record of student's empathy development.

3.1 Consent letters

Obtaining consents is one of the most important parts of an AR project. These consent letters were designed with the purpose of giving as much of information possible regarding the Action Research project.

The first letter I delivered was directed to the school's headmaster (Appendix I). After receiving approval, I delivered the consent letters to the parents (Appendix II). I waited for the most part of parents' consents for two weeks and then, I finally gave the students their consent letters (Appendix III).

The students' consent letters were done in a form of questionnaire with a grid containing three columns: one with numbered statements related to the research objectives and the two other columns with the sentences "I agree" and "I don't agree". The purpose of this type of consent letter was to check students' understanding regarding the different statements we were discussing. The statements' numbers were important since it allowed students to clarify their doubts regarding specific statements. By the end of the consent letter, students had to underline their answer regarding accepting or not accepting participating in the study, and in case they agreed, they would need to choose a nickname to use during the study which could be an animal, plant, flower or colour. The language used in the consent form was child-friendly, in Portuguese, to make sure students would understand the meaning of the statements (Mourão, 2021). All the students wanted to participate in the AR project and they also showed enthusiasm for having a nickname during the project.

3.2 Selecting story and empathy definition

Considering the empathy development trait in students I had to consider the definition of empathy to select an effective story regarding this matter. As mentioned in the previous section, empathy allows someone to experience the feelings or perspectives of another person towards a specific situation, in other words, imagining ourselves in the place of another person (Hodges & Myers, 2007). Taking this definition into account I believed *The Ugly Duckling* tale by Hans Christian Andersen would be a suitable resource to encourage students to put themselves in the place of the main character, being able to relate to it and experience its emotions throughout the story. Besides providing a context that encouraged students to relate to the main character, *The Ugly Duckling* is a traditional story which most students knew well already. The fact that students were familiar with this story was also a key factor for choosing it as a starting point to encourage critical thought about empathy. Since students already knew the story's events,

they would easily relate to the main character and its feelings, being able to put themselves in that position. Within the English curriculum the story provided the possibility of focusing on topics such as farm animals and emotions and it promoted important values such as tolerance regarding differences.

3.3 Research tools

To be able to answer my AR questions, it was essential to collect data that would give me the possibility to analyse my teaching and reflect on which domains I could improve, especially as a storyteller in English. To collect data, I used two different approaches: observation and non-observation (Burns, 2010, p. 56). Observation tools included an observation grid that allowed me to register students' body language connected to empathy development. The non-observation tools included documents such as questionnaires and a long-term plan.

3.3.1. Students' questionnaires

To start my study, I delivered two different questionnaires to the students, which I had intended to give them again at the end of the study to compare the results. However, I did not have the chance to deliver the questionnaires a second time to compare the students' progress.

The first questionnaire was entitled “Eu e as aulas de inglês” (Appendix IV) and had the purpose of understanding which activities the students preferred to do in the English lessons and how it is important they considered influence of learning English for their future success and for a wider communication. This questionnaire was composed of a grid with three columns: one column with numbered statements and the other two columns with the statements “Concordo” and “Não Concordo”. Again, the numbers helped students to clarify their doubts about specific statements.

The second questionnaire was intitled “Eu e os outros” (Appendix V) and had the purpose of identifying the students' notions and perceptions of what empathy is and how is it possible to recognize different emotions in other people by their body language, voice intonation and others. This questionnaire had its statements divided in two types of statements: statements related to the ability of identifying different emotions in other individuals and statements that allow children to put themselves in the place of others and understand if they would be able to feel those different emotions. The statements were discussed with the children to make sure they would understand everything, and they were also numbered so they could ask easily about

the meaning of a specific statement. The language used in both questionnaires was Portuguese to reinforce students' understanding regarding the statements.

3.3.2 Observation grid

One of the ways I intended to collect data was through an observation grid (Appendix VI), which I would use anytime students were doing an activity that had as target the empathy trait development. My observation grid included the students' name, the facial expressions they were using, voice intonation, posture, and gestures. The facial expression section included records of each time students used their faces to express an emotion, such as smiling to show happiness or trying to blush to look shy. The voice intonation section had the purpose of registering the different emotions students expressed as they spoke which could show concern by someone when they spoke softly or even rage when they spoke loudly and angrily. Unfortunately, due to lack of time I was not able to observe children as much as I wanted to collect enough data through this tool.

3.4 Action and observation

This AR project took place between September and December of 2019 which was the period I intended to put my plan in practise. I only initiated my project in November therefore, it was not possible to put in practise what I initially expected; therefore, I had to consider adjustments and rethink the way activities were to be done. Furthermore, only when I started to carry out my AR project did I have the possibility of reflecting which would be the best way to do things and plan lessons for what I believe much of the action and observation stage had to occur at the same time. This was the only way to understand if the plan needed to go through changes. It was extremely important to "collect information about what [was] happening" (Burns, 2010, p.8) to understand what kind of changes would be appropriate to carry on the project. Thus, in this section I will explain the way the plan was carried out, considering the different stages of the AR. Data collection occurred as much as possible through the different observation and non-observation tools previously mentioned.

4. My reflections

Implementing the AR in the classroom gave me the possibility as a teacher of collecting data that allowed me to reflect upon my own teaching practise and understanding which aspects of it could be improved. Therefore, I had the opportunity to "reflect on, evaluate and describe the effects of the action to make sense of what has happened and to understand the issue [I]

have explored more clearly” (Burns, 2010, p.8). The AR tools and all the methodology used had the purpose of helping me finding answers to my research questions. *The Ugly duckling* story was chosen since it was a resource that articulated not only the English curriculum but also the opportunity of promoting the empathy trait in students and planning allowed me to integrate both components in a learning unit.

Results and Conclusion

1. Introduction

In this section of my report, I will share some of the results I obtained from the data collection tools I referred in the previous sections, as well as my reflections on those results. Since I was not able to conclude my action research and students were not able to get to the end of this learning sequence, I will also make a reflection on the impact this might have caused on students and how it might have affected their learning experience. I will also approach my research questions regarding the progress of empathy in learners and which of the data collection data tools I considered most important to gather data regarding the development of the empathy trait in students.

2. Results

To be able to interpret and discuss my results it is important, in first place, to answer my three AR questions, which will be the basis of reflection regarding my practice. These questions will be answered based on the literature I read before putting my plan into practise and my reflections from how my project developed during my AR. In this section, I will also reflect on how this practise extended my learning and the main conclusions I was able to draw from it.

2.1 Question 1: Which were the most helpful tools regarding the analysis of empathy development in children?

To understand my students' attitudes towards others and towards the English lessons I developed two questionnaires which were part of my non-observation tools and would allow me to understand efficiently what the children's opinions and beliefs regarding these matters were. I also developed an observation tool which is an observation grid, meant to register students' body language that would reveal signs or expressions of empathy.

The first questionnaire "Eu e as aulas de inglês" was important for me to understand which activities my students preferred to do in the classroom and how important for them was to be able to use the English language as a communication skill. Therefore, in this questionnaire, I tried to develop statements that included a wide range of different activities and statements that expressed how important was to use the English language outside the classroom and how that would also be important for students in the future, for their professional

careers for example. This questionnaire was meant to be delivered at the beginning and end of the study, but I was only able to deliver it in the beginning. By the moment I delivered this first questionnaire, students had already done several activities mentioned in the statements such as singing songs, play games and work in groups, so they could actually answer these questions based on their experience. However, at that moment students had never listened to a story in English and they never had done any drama activities, so most of them did not actually know what to answer when they saw these statements. In an ideal context, students should have answered this questionnaire one more time after they did all the activities mentioned in the statements and say whether if they really liked to do these activities or not.

The second questionnaire “Eu e os outros” had the purpose of understanding what were students’ perceptions of empathy in the initial state of matters, before I started my intervention. The statements were developed based on a questionnaire to assess empathy by Zoll and Enz (2010). In this questionnaire, Zoll and Enz (2010) suggest a scale with different statements concerning empathy and I tried to choose those which I thought would make more sense to children and adapt them accordingly. In this scale of empathy measurement there were five different possible responses in which students were able to say how much they agreed or disagreed to each statement. I also used this response system in this questionnaire because, since most statements concerned the empathy topic, I believed that simply agreeing or disagreeing to the statements would not be enough for children to truly reveal what they thought about the statements. This questionnaire was delivered at the beginning of the study and it was especially important to understand students’ empathy levels initially. Ideally, I would have delivered this questionnaire at the end of the intervention and that would allow me to understand student’s progress regarding the empathy trait.

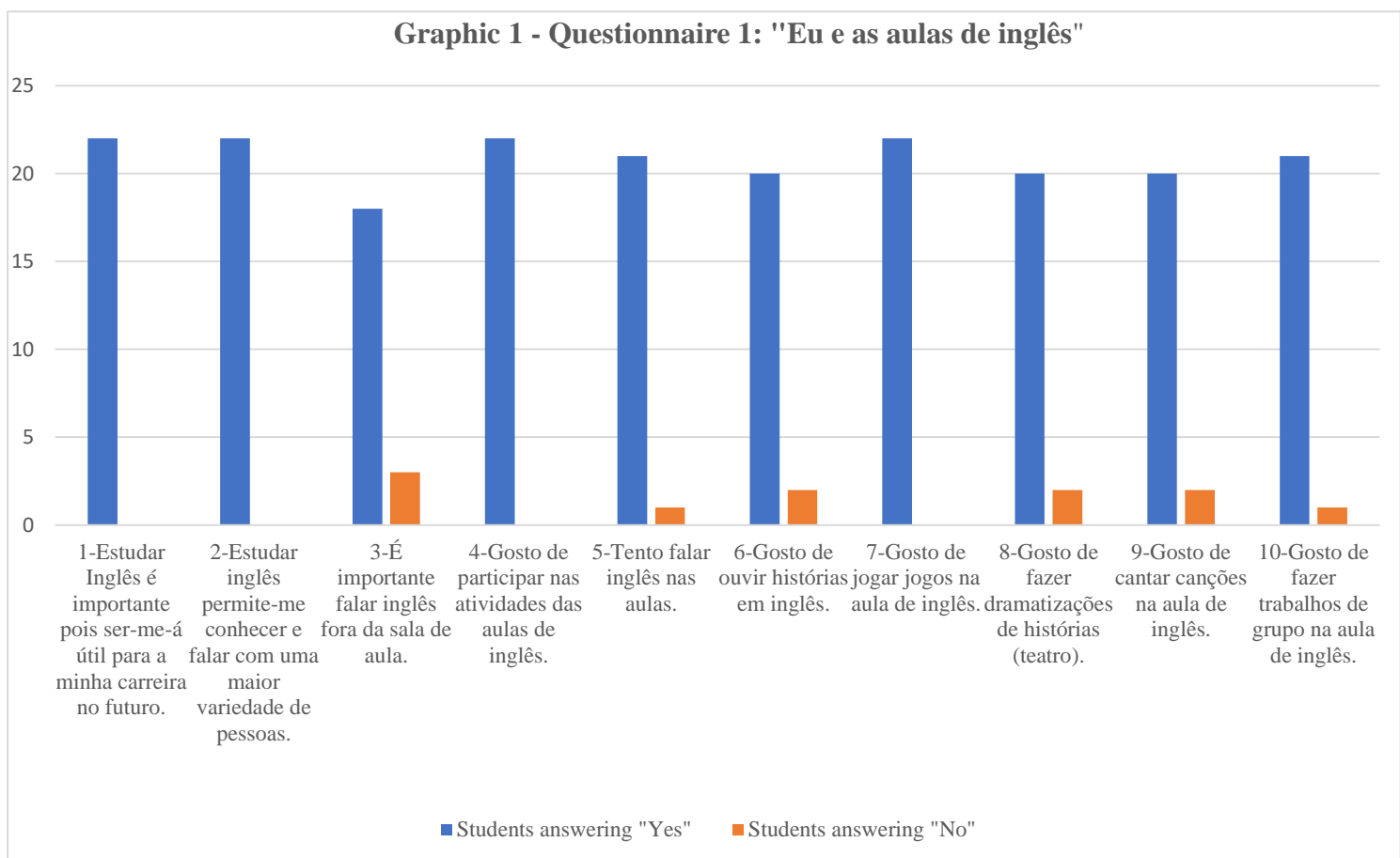
The observation grid was my observation tool and the one I created to use during activities to register empathy traits expressed in the body language and voice intonation of my students. In this observation grid I tried to include general sections related to body language such as facial expressions, body posture, spoken intonation and word selections. Under these categories it was my intention to register the specific gesture or words used by the students that revealed empathy.

2.1.1 Questionnaire 1: “Eu e as aulas de inglês”

The first questionnaire was related to English lessons and the importance of the usage of the English language in different activities such as singing songs, telling stories, playing games,

work in groups and do drama activities. In this questionnaire students were only able to answer “yes” or “no” to each question. Both questions and answers were written in Portuguese, to make sure students would understand its meaning. The questions also had numbers, in case students did not understand the question and wanted to ask about what it meant, saying the number aloud. In the following graphic, it is possible to observe the answers given by students regarding and they thought about lessons and the activities they preferred to do in the classroom:

Graphic 1 Results for Questionnaire 1 on attitudes towards English lessons expressed as number of students. Total sample = 22



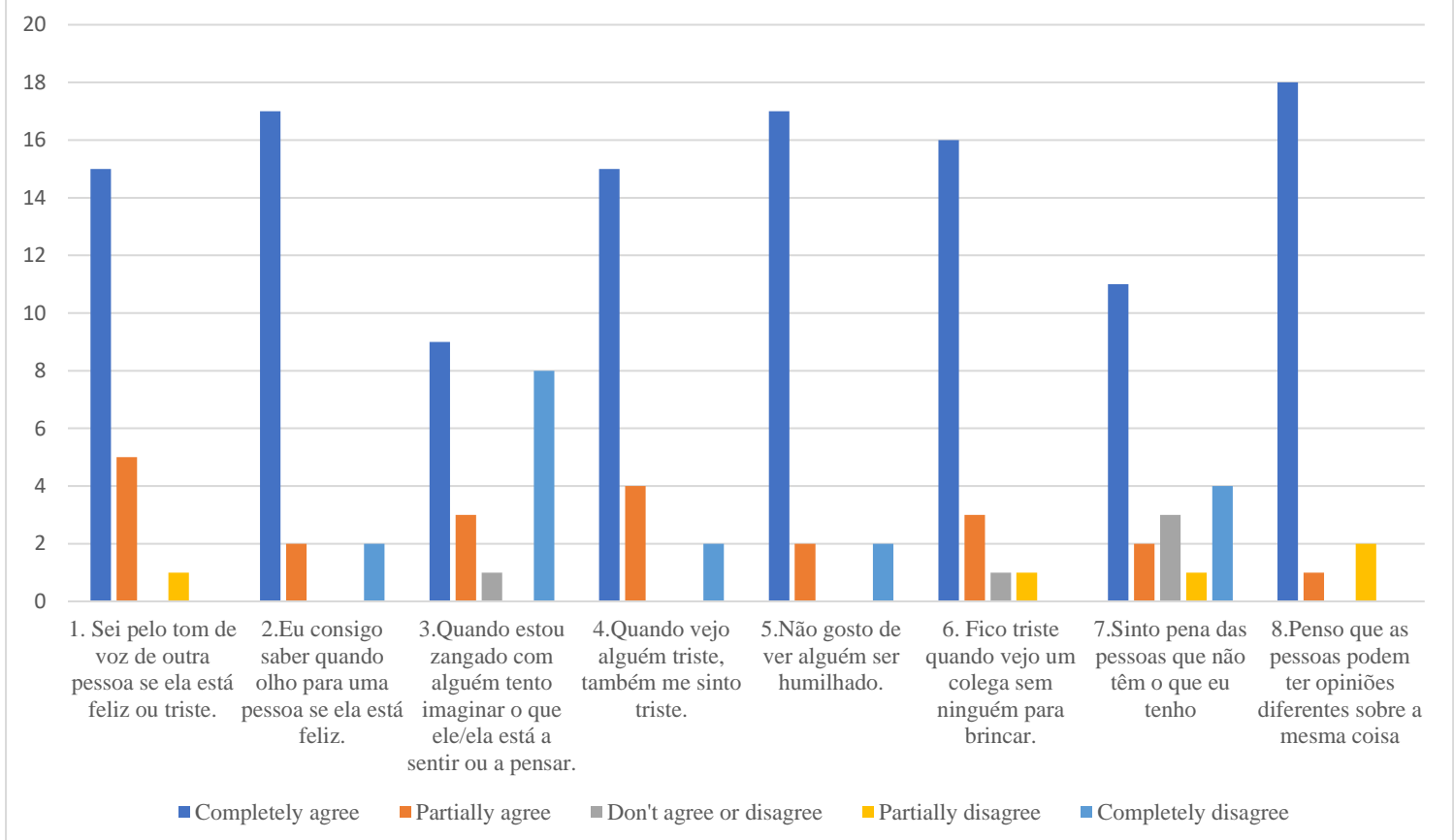
Although an almost equal number of students gave affirmative answers regarding the importance of English lessons, there seemed to be also some negative answers especially in what concerned speaking English outside the classroom. Other negative answers occurred in questions number six and eight. In this case, some students answered ‘No’, but they also mentioned during the questionnaire that they did not know the answer to these questions, because they have never done these activities before. Most students also said that they tried to

speak English in lessons except for one student. These questionnaire shows that most students had positive attitudes towards English lessons and that they enjoyed different activities occurring in the classroom. However, it also showed that not all students thought it is important to use English outside English lessons.

2.1.2 Questionnaire 2: “Eu e os outros”

In the second questionnaire, students had to answer questions related to their attitudes towards others, such as the ability of recognizing different emotions in other people through body

Graphic 2 - Questionnaire 2: "Eu e os outros"



language or being able to put themselves in the place of other people being able to feel or to think about what other people’s feelings. In this questionnaire students had to read eight statements and say if they completely agree, partially agree, do not agree, disagree, partially disagree, or completely disagree with that statement. In the following graphic it is possible to observe the different answers students selected, regarding the different statements: Graphic 1 Results for questionnaire on attitudes towards others expressed as number of students. Total sample = 21. Most students said that they completely agree with the most part of statements. The statements in which is possible to observe a larger number of different answers are statements number 3 and 7. Statement number 3 said that when students were angry at

someone, they tried to understand what that person was thinking or feeling. Most students either completely agree or completely disagree with this statement and only a minority said that they partially agree or that they did not have an opinion. This specific statement showed that many times it was hard for students when they were angry at other people, to put themselves in that person's place and try to understand his/her emotions. Statement number 7 claimed that students felt sorry for the persons that did not have what they had. There was a great diversity of answers, regarding this statement, but once again, the majority said that they completely agree with it, four students said that they completely disagree, three students did not have an opinion about this, two students said that they partially agree, and one student said that he/she partially disagree with the statement. This statement showed that some students not always felt sorry for their peers not having the same things they did, probably because for those students it might be hard to imagine to not have their things and put themselves in that position. The remaining statements also showed diversity in terms of response but, in a general way it is possible to say that most part of the students had positive attitudes towards others and that they not only cared for what other people felt, as they could also identify different emotions by the person's voice and expressions.

2.1.3 Observation grid

Even though, I did not have much opportunity to use the observation grid as much as I wished, I was still able to use it to register utterances the students said during storytelling and in a post-story activity, in which the students had to imitate pictures representing different parts of the ugly duckling story. When I told the students the story, they produced some utterances such as: "Ele (the ugly duckling) era diferente, por isso ninguém gostava dele" or "Coitadinho, ele (the ugly duckling) está triste". Afterwards, in a post-story activity to imitate a picture where farm animals were telling the ugly duckling to go away, student A used an angry expression, pointing her finger to the front, symbolizing that farm animals were angry at the ugly duckling and they did not want him there because he was different. In the final scene of the story, where it is possible to observe two swans together forming a heart, student B, put on a happy expression and made the gesture of hugging, to show the affectionate feelings the ugly duckling was experiencing at that point of the story. These observations led me to realise that these students were able to put themselves in the place of those characters whether if they were feeling positive or negative feelings and that sometimes they even went further from the pictures they could observe making new gestures and expressions to represent those feelings.

2.2 Question 2: If are there any noticeable changes in students' demonstration of empathy?

I believe that students started to become aware of the importance of noticing someone's feelings by the facial expression, movements, and gestures when I started to teach vocabulary related to emotions and body language associated to it. Some of them started to understand that sometimes we do not need to ask a person how he or she feels to truly perceive their emotions, because sometimes there are other physical signs that tell us that. Furthermore, I wanted to understand what the students' thoughts were when they explored different feelings along the story. I wanted to know if they could relate to the main character at different points of the story and if they were able to put themselves in the place of this character. Even though I was not able to conclude my action research, I understood when I was telling the story that most of them felt sadness when the ugly duckling was excluded for being different and that they also felt joy and happiness when he became a beautiful swan and found love at the end of the story. It was remarkably interesting that at this final part of the story, I asked students "How is the ugly duckling?" and they answered, "in love". This was an interesting answer since I had not introduced the emotion "love" before and yet they came up with that word, anyway, showing their knowledge beyond what they learned in the classroom. It was also interesting to see how they tried to follow what we discussed regarding feelings at different parts in the story, when they had to imitate those parts for the post-story activity.

2.3 Question 3: What skills can I develop to become a successful teller of stories in English?

One of the most important activities carried out during this study was presenting "The Ugly Duckling" story with flashcards (Appendix VII) to the students in the classroom. Throughout the process of selecting and adapting the story to tell students in the classroom, I became aware of different skills that I considered important to be able to tell the story successfully and, in a way, it made sense for students, so they were able to understand the story's message and the sequence of the events throughout it.

2.3.1 Skill 1: Selecting the story

The first skill I found important regarding the storytelling process was selecting the story. When I had to decide which story, I was going to use to present in the classroom, I tried to follow Wright's (1995, pp.11, 12) suggested criteria, which I mentioned in the literature review section, to select the story I was going to present in order to approach the empathy trait. Taking

into consideration these criteria, I decided to choose *The Ugly Duckling* story by Hans Christian Andersen which is a traditional story well-known by the most part of the students which would promote engagement and motivation right at the start. Furthermore, I believed that this story would be suitable to promote reflection regarding the empathy issue, since it provided an opportunity for children to put themselves in the place of the ugly duckling and experience a great variety of emotions, according to the story's different events. Additionally, this story was a useful resource to give children exposure to vocabulary related to emotions and farm animals which contributed for a meaningful use of this vocabulary in the post-story discussion.

2.3.2 Skill 2: Adapting the story

The second most important skill related to the storytelling process was adapting the story. Once again when adapting the story, I tried to follow the criteria suggested by Wright (1995, pp.11, 12) and tried to adapt the text (Appendix VII) in order to avoid too many descriptions and using simple language to help me memorize the text so I would feel confident telling the story aloud and in a way my students would understand the story so they could enjoy it and do the post-story activities which were planned. I also tried to include chunks of language in the story such as repetitive structures like "go away said the pig, go away said the sheep" which would encourage students to say these structures, since they were predictable, thus it would also help to memorize the text to tell it out loud. Another important part of the process of adapting the story was adjusting the way I was going to present it in the classroom to my own personality. Since I felt confident about performing the characters while I was telling the story I tried to use my creativity to intonate different voices, for the different characters, as well as facial expression that helped me to convey the different feelings through the story. To feel confidence to this as a storyteller it was important for me to practise before this activity, in front of a mirror be aware of the gestures I was doing at each moment. That helped me to know what pupils would be thinking through the whole activity and how they would interpret the story, because it allowed me to put perceive the activity from the student perspective, rather than the teacher perspective.

2.3.3 Skill 3: Collecting visuals

When I adapted this story, I tried to choose pictures (Appendix VII) that would show clearly different feelings expressed by the main character and other characters as well. As I was telling the story, I often asked the students if the ugly duckling was happy or sad, which allowed me to check if students were understanding the story and if they could use the target

language in this context. When I was looking for pictures related to the story's events, I tried to use visuals that were coherent in the type of drawings, figures, colours and characters so children would not lose engagement with the story and the pictures would also help in what concerns giving meaning to the text. Another aspect to take into account when selecting visuals was the actions carried out by the characters in the pictures due to the fact that students were supposed to mime those actions in a post-story activity, so the actions should be simple or easy to imitate. Finally, I made sure the story visuals were visible in the whole classroom, so even students in the back could see the pictures and keep up with the story development.

2.3.4 Skill 4: Getting to know the story

Undoubtedly, memorizing the story and feeling comfortable to tell it to students is a particularly important skill and it is essential to be succeeded in the task of storytelling. When I chose the story, I already felt comfortable telling it since this was a traditional story and I knew well, which helped me telling it out loud to students. After adapting the story, I wrote the lines I was supposed to say in the back of the story's flashcards in case I would forget a specific bit or line of the story, so I could check quickly that part and tell it to the students without stopping showing the images to them. Before presenting the story in the classroom I rehearsed telling it out loud to understand if I were able to say everything the way I planned and how I would hold the flashcards to make sure students would see it and in which ways was it possible to establish eye contact with children.

2.3.5 Skill 5: Telling the story

According to Wright (1995, pp. 11, 12) at the moment of telling the story, the teacher should guarantee that all the students can see the pictures from the story that is going to be told, therefore the teacher should encourage students to come closer as much as they can, in order to be able to listen and engage with the story. Like previously said in the literature review section there are many aspects to take into consideration when telling the story such as language, gestures, body posture, facial expressions, and personal traits. When I was telling the story aloud in the classroom, I tried to embrace all these aspects which are part of the activity of telling aloud the story. During storytelling it was important for me to establish eye contact with my students to understand if they were engaged with the story or not, it was also important to use different voice tones and voice levels to catch students' attention through the story. Facial expressions and body language were extremely important as well since I mimed different emotions through the story, to help students to understand better what was happening.

The gestures and body language not only caught the students' attention, as well as, encouraged them to mime the same expressions I was doing when telling the story.

2.3.6 Skill 6: Developing the learning journey

According to Garvie (1990, p.125) "The learning about and the learning how of the young linguist are but the early steps of a journey". In this statement Garvie points out that the learning process is like a journey, which of course involves many important stages. In the "learning journey" (Garvie, 1990, p.125) I prepared for my students, I followed the three stages of the EEE model Encounter, Engage and Exploit (Mourão and Gamboa, 2007). In this learning journey, I decided to introduce the vocabulary related to emotions and farm animals to students which would be the initial stage of encounter, as well as consolidation activities regarding this vocabulary. The second and central stage with related to engagement, which would also be the bridge between encounter and exploiting was presenting the ugly duckling story. Finally, the third stage related to exploiting was related to the post-story activities, in which students should use the vocabulary they learned freely and creatively. Assessment would be done at this stage as well through observation and formative worksheets.

2.3.6.1 Developing the learning journey: Encounter

To initiate the Encounter stage, I introduced the target language related to emotions with the help of flashcards which had different emojis expressing different feelings (Appendix VIII). I intended to present more complex emotions than just "sad" or "happy", therefore the emotions I introduced in the class were "happy", "funny", "shy", "ok", "bored", "surprised" and "sad". Firstly, I showed the flashcards to students and asked them which emotions the flashcards showed. They frequently said the emotion's names in L1, however many of them already knew how to say those emotions' names in English, probably because they were already familiar with emojis. These flashcards were especially important for students because they stood as a visual support for them to associate emotions in English to a facial expression. To help children getting more familiar and engaged with this target vocabulary, they also played a memory game in pairs with mini cards with the same emojis I had presented. This activity was very meaningful because it gave a real purpose for children to use English and allowed me to observe not only how they were using the target vocabulary, but also how they reacted playing with each other. Some students that won the game for the first time, wanted to play again with their pair to give them a chance of winning the game, which showed an attitude of tolerance and patience towards other peers. Afterwards, still in the encounter stage I introduced farm

animals' vocabulary, through flashcards (Appendix IX) to make sure the students would identify and recognize all the characters. The vocabulary related to this specific topic was “donkey”, “pig”, “rooster”, “duck”, “cow”, “sheep” and “horse”. I chose to introduce this specific vocabulary, once I thought it would be helpful for children to understand better the ugly duckling story and its context, which would be the central part of following step regarding engagement.

2.3.6.2 Developing the learning journey: Engagement

The engagement section of this unit of work was related to the presentation of *The Ugly Duckling* story. Since students had already encountered the target language related to emotions and farm animals, they would be prepared to listen this story and use this target vocabulary in a meaningful way, discussing and doing activities related to what they had learned. Besides the storytelling activity, there were other activities related to the Engagement stage, for example in what concerned emotions. As an example of an activity related to this target vocabulary engagement, I planned to say emotions' names out loud and selected a student to imitate that emotion with their facial expression. The most part of students imitated the emotion I said based on what they could observe from the flashcard. Other activities done in the classroom involved students imitating a specific emotion and other students had to guess the imitated emotion. Students were able to imitate and identify very easily the “happy” and “sad” emojis, but they struggled when they had to imitate and identify the “shy” and “bored” emojis, since they frequently mistook each other. This activity has led me to conclude that third grade students (seven and eight years old), had some difficulties to understand and identify more complex emotions such as “shy” and “bored”, which might influence the development of the empathy trait, since being able to identify emotions is the primary step to be able to put ourselves in the place of another.

2.3.6.3 Developing the learning journey: Exploit

Afterwards, in the Exploiting stage students would do different activities based on the story which I believed would be important to help me understand the development of the empathy trait on them. I planned to do some drama related activities suggested by Wright (1995), associated to *The Ugly Duckling* story. These activities were planned with the purpose of students using the language for their own pleasure, in a freer context and with clear communication objectives. As an example of this, I planned to do an activity with the students, in which they had, in small groups, to imitate the different parts of the story based on what they

could observe from the pictures. It is important to mention that before this activity, I discussed once again with the children what the main character was feeling at different stages of the story, so they could express those emotions as they were imitating the pictures. In this activity after showing the flashcards to the students, I put them on the board and gave them numbers from one to eight. According to the number of characters in the pictures I chose small groups of students to come to the front and imitate one of the scenes from the numbers. The rest of the class had the purpose to guess which picture was being imitated and say the correct number aloud. This activity was particularly important since it allowed me to observe students' facial expressions, movements and gestures while imitating and trying to express feelings associated to those specific pictures or parts of the story. At this stage, it was also my intention to assess students through observation to understand how much English they were able to use for specific communication purposes. Unfortunately, as there was not enough time it was not possible to assess students, beyond the evaluation test they have done regarding the topics they have learned before the AR project started.

Discussion and conclusions

1. Summary of the research questions and findings

Embracing the concept of action research was very meaningful to me as a trainee teacher since I was able to develop a plan (Appendix X) as a mean to get to know my own teaching practice better and understand which areas I can develop as a teacher and as a storyteller in English. The aim of this report was to understand how teachers can use stories as a resource to promote the empathy trait in the classroom, as well as the necessary skills to be a successful storyteller in the language classroom and which tools can be used to collect this information. Though I have not collected much data, I realised with the storytelling activity that stories can indeed be a vehicle to promote discussion regarding this topic and that it is possible to integrate stories as a part of learning journey, as a form of engagement. I also understood that questionnaires were especially useful to understand in a practical way which were students' thoughts regarding the topic and how their perceptions of empathy were progressing. The observation grid was another extremely useful tool which was meant to be used in the exploiting stage of the learning journey, but unfortunately, I had not much opportunity to use it. I was able to answer the question regarding the skills I can develop as a storyteller and in this domain, I was able to find out six important skills that should be considered by teachers who want to adopt the storytelling approach in their lessons. These six skills were related to the criteria we should use to select a story, how to adapt it, collecting visuals, how to get prepared to present it in the classroom and how can teacher develop a whole learning journey using this resource, following the different stages of the EEE model. Due to interrupted lessons the learning journey was not finished, and it is my intention now to reflect on the possible impacts this disruption might have had on students' learning.

2. Interrupted lessons

I was not able to give all the lessons I had planned due to school trips, the revisions for the evaluation test and the test itself. Figure X shows the 12 lessons I planned for my AR project. Overall, I missed six lessons which were important for my AR and to allow students to reach the learning objectives of this unit of work

Tuesday, 5 th November, 2019 First questionnaire “Eu e as aulas de inglês.”	Thursday, 7 th November, 2019 Second questionnaire: “Eu e os outros.”	Tuesday, 12 th November, 2019 Introduction of emotions’ vocabulary with flashcard games.	Thursday, 14 th November, 2019 Interrupted lesson (School trip)	Tuesday, 19 th November 2019 Flashcard memory game about emotion’s vocabulary. Mini card memory game with emotions.	Thursday, 21 st November, 2019 Interrupted lesson (Classroom teacher was missing. Students stayed at home.)
Tuesday, 26 th November, 2019 Interrupted lesson (Revisions for the test)	Thursday, 28 th November, 2019 Interrupted lesson (Evaluation test)	Tuesday, 3 rd December, 2019 Introducing farm animals’ vocabulary with flashcards. Storytelling activity: The ugly duckling.	Thursday, 5 th December, 2019 Revising farm animal’s vocabulary with flashcards. Revising the ugly duckling story and miming activity.	Tuesday, 10 th December, 2019 Interrupted lesson (School trip)	Thursday, 12 th December 2019 Interrupted lesson (Christmas activities in the school.)

Figure X: Calendar of planned action research and days of interruption.

2.1 Impact of disrupted lessons on teaching and learning

Commonly, when students go through a process of having constant disrupted lessons it is normal to expect that learning might be affected at different levels. When the teacher is absent from the classroom repeated times that might cause a negative impact on student’s academic performance. The more students miss lessons and lose parts of a specific learning sequence the lower will be their performance and results will be. According to Miller, Murnane and Willett (2007) there are diverse mechanisms in which disrupted lessons can interfere with students’ academic performance. One of these mechanisms is related to the creation of “discontinuities of instruction” (p. 6) and “the disruption of the regular routines and procedures of the classroom”. Furthermore, it is also claimed that repeated disrupted lessons will lead to a loss of effectiveness in what concerns “the teacher’s long-term instructional strategies” (p.6). Disrupted lessons also have negative consequences in what concerns planning. Planning is an

important stage in which teachers can reflect on how they can improve teaching. If many lessons are disrupted it is extremely hard for teachers to figure out which areas of teaching can be improved and what strategies can be adopted to support that improvement. Under these circumstances, planning loses all its purpose, since disrupted lessons do not provide a suitable environment for observation, neither for reflection nor action.

3. Relevance of results for my development as a teacher

Even though, I was not able to complete my long-term planning and give the questionnaires a second time to understand how the students' empathy trait had progressed, it was visible that during the action research, students started to understand better different types of emotions and they were also able to relate and imitate facial expressions related to these different kinds of feelings and emotions. In general, the students were extremely competitive, and they frequently felt that cooperation among peers was not needed. Since I planned activities that promoted students' interaction with each other, I believe that they started to realise that they also needed to cooperate, to do the tasks and complete objectives, since most activities focused on pair-work or group work. Furthermore, students were very motivated during each lesson to learn new things and to play games related to the target language we were focusing on. I had the opportunity to observe that almost every student was eager to participate and proudly show that they could speak English. With this experience, I learned a lot about my main area of interest which was the usage of stories as a vehicle for engagement in relation to different topics in the language lesson. I became aware of a wide range of skills that are extremely important, when we use storytelling as method of teaching in the classroom that really make a difference between if we teachers want to be successful storytellers. Furthermore, I also learned that students' interaction is important, especially in the moments of engagement and exploiting of the target vocabulary. I was able to observe that students felt proud, when they felt they could use English for meaningful contexts such as interviewing each other or play a game in pairs or in teams. Thus, I learned that our own manner as teachers and the inclusion of activities that involve fun and enjoyment, can make a real difference in what concerns creating a safe and inclusive environment to motivate students to use English as a tool to play a game or simply answer a question. Another valuable thing I feel that I learned as a teacher, in my practicum was how to manage transitions between stirring activities and draw students' attention back at me. This experience inspired me to improve the way I teach especially in what concerns planning lessons and reflecting on my classroom experiences.

4. Thoughts for further research

Since I was not able to finish this AR project, I believe it would be important to try again with a future group and see how, in fact, the complete learning journey would contribute to develop students' empathy trait. I think it would also be interesting to create a year-long plan in which would be possible to articulate stories and the development of the empathy trait.

Another parameter I would like to develop in the future is assessment, since I found difficult to develop ways to assess student's empathy trait progress. I think it would be interesting to develop specific tools to assess and gather data regarding empathy development, because it is not always easy to understand if students feel are showing empathy or sympathy towards others. Therefore, I would like to find a tool that helped me distinguish both. Self-assessment is another subject that needs thought, since it is very important that students are able to reflect and understand what empathy really is and if they feel ready and are capable of putting themselves in someone else's place. Thus, a more consistent approach to this could be a matter of attention.

5. Relevance of the results to other situations

I think that the results presented in this report might be of use for teaching contexts that involve storytelling to develop other skills beyond the skills included in the English curriculum. I have outlined the different skills that are necessary to develop to tell a story successfully, which should be considered when, selecting, adapting, and preparing the story's presentation, as well as its learning journey. Furthermore, I believe that in this teaching context, the teacher should be the mediator, in order to provide the students with, as many chances as possible to use the language and become aware of the values associated to it, as is the case of the empathy trait. Using *The Ugly Duckling* story allowed me as teacher to adopt a mediator role since I was able to give my students exposure to context they could relate and empathise with which was meaningful for fostering empathy. Telling the story in the classroom was also an opportunity for children to acquire the language in a more relaxed environment.

To conclude, it is possible to say that I have learned that stories can indeed be useful to encourage students to reflect and to develop values such as empathy and awareness towards others, if as a teacher-storyteller, I am able to consider the necessary skills to tell a story successfully and convey the message within it.

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Flashcards

Emotions' flashcards retrieved by :<https://freepngimg.com/miscellaneous/emoji/page/2>

Farm animals' flashcards retrieved by: <https://flyclipart.com/search/farm-animals/2>

Appendices

Appendix I – Headmaster’s letter of consent

Pedido de autorização à direção da Escola

Exmo. Sr. _____

O meu nome é Ana Paula Rosário Godinho e é com muito gosto que irei estar com a turma _____ do 3º ano da _____ a estagiar (Prática de Ensino Supervisionada II) durante o 1º período deste ano letivo.

Estou a fazer um Mestrado em Ensino de Inglês no 1º ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa, e este implica que durante o estágio faça um pequeno projeto de investigação. Este fará parte do meu relatório final e intitula-se *The importance of stories and drama to promote empathy in young learners* (A importância das histórias e do teatro para promover empatia em jovens aprendizes).

Venho, por este meio solicitar, a vossa _____ para incluir os alunos da turma do 3º _____ Escola _____ neste meu projeto que vai decorrer entre Outubro e Dezembro de 2019, durante o meu estágio.

Depois de pedir autorização aos encarregados de educação e aos alunos, a recolha de dados será efetuada mediante questionários sobre os hábitos de leitura dos alunos, a sua abordagem a determinados valores contidos nas histórias lidas, a importância de aprender inglês para os alunos, bem como os seus comentários, reações, reflexões, autoavaliações e opiniões relativamente às histórias que irão ouvir e às atividades de expressão dramática que irão realizar. A qualquer momento os alunos podem decidir não participar no projeto. As informações obtidas serão divulgadas no meu relatório final de mestrado e, possivelmente, em artigos académicos e conferências.

Todos os funcionários e crianças permanecerão anónimos em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, quer da instituição, quer das crianças, porém, o mesmo não se irá aplicar aos trabalhos dos alunos.

Se tiver questões a colocar agradeço que me contacte através de mensagem para o seguinte email: a56044@campus.fcsh.unl.pt.

Agradeço que autorize a participação dos alunos da turma identificada para o meu estudo. Pelo que peço esta autorização assinada até 3 de Outubro de 2019

Seixal, 19 de Setembro de 2019

Ana Paula Godinho
Estagiária
FCSH - Universidade Nova de Lisboa

Prof.ª Doutora Sandie Mourão
Orientadora Relatório Final
FCSH - Universidade Nova de Lisboa

Eu, _____, diretor da escola _____, declaro que fui informado(a) dos objetivos do projeto intitulado por *The importance of stories and drama to promote empathy in young learners* (A importância das histórias e do teatro para promover empatia em jovens aprendizes) autorizo os alunos da turma _____ do 3º ano a participar no estudo.

Data: _____

Assinatura: _____

Appendix II – Parent’s letter of consent

PEDIDO DE AUTORIZAÇÃO A OS ENCARGADOS DE EDUCAÇÃO

Caros pais e encarregados de educação,

O meu nome é Ana Godinho e vou iniciar o meu estágio com os vossos educandos, a partir de Setembro de 2019 até Dezembro do mesmo ano. No âmbito de um relatório final de estágio de Mestrado em ensino de inglês do 1º ciclo na Universidade Nova de Lisboa intitulado como *~~“The importance of stories and drama to promote empathy in young learners”~~* (A importância das histórias e do teatro para promover empatia em jovens aprendentes), venho por este meio, solicitar a sua autorização para incluir o seu educando neste estudo.

O estudo decorrerá entre Outubro e Dezembro de 2019, envolvendo a participação dos alunos da seguinte forma:

- Os alunos irão responder a alguns questionários relacionados com o estudo anteriormente referido.
- Os alunos irão ouvir histórias em inglês e fazer atividades de expressão dramática sobre essas histórias.
- Os alunos realizar fichas de atividades e de autoavaliação relacionadas com as histórias e com as atividades de expressão dramática realizadas.

Os alunos poderão deixar de participar no meu estudo a qualquer momento se assim o entenderem. A informação recolhida fará parte do relatório final de estágio de mestrado em ensino, sendo os resultados obtidos divulgados no respetivo relatório e possivelmente em artigos e conferências académicas. Todos os funcionários e as crianças permanecerão anónimos sob qualquer circunstância.

Agradeço que me conceda a autorização até 3 de Outubro de 2019, para proceder à implementação do estudo em causa, permitindo que o seu educando faça parte do mesmo

Ana Godinho

Prof.ª Doutora Sandie Mourão
Orientadora Relatório Final
FCSH - Universidade Nova de Lisboa



Eu _____, encarregado de educação de

_____ declaro que fui informado (a) dos objetivos do estudo *~~“The importance of stories and drama to promote empathy in young learners”~~* (A importância das histórias e do teatro para promover empatia em jovens aprendentes) e autorizo o meu educando a participar no estudo.

Data: _____

Assinatura: _____

Appendix III – Students’ letter of consent

Eu e o estudo da Ana: The importance of stories and drama to promote empathy in young learners / A importância das histórias e do teatro para promover a empatia em crianças.

Olá,

Estou a fazer um estudo para me tornar numa melhor professora e poder dar aulas a alunos como tu. Fazer um estudo significa que queremos saber mais sobre um assunto. O meu estudo chama-se “The importance of stories and drama to promote empathy in young learners” / A importância das histórias e do teatro para promover a empatia em crianças. Isto significa que durante o meu estudo vais ouvir algumas histórias em inglês e fazer algumas atividades de teatro. Vais também preencher alguns questionários sobre as atividades que fizermos. Aqui tens algumas frases para te ajudarem a perceber melhor o que vais fazer:

Escreve V de Verdadeiro ou F de Falso:

	V ou F
1.A Ana explicou-me que está a estudar para se tornar numa melhor professora.	
2.A Ana explicou-me que vou ouvir histórias e fazer atividades relacionadas com o teatro.	
3.A Ana vai pedir-me para responder a alguns questionários e dar a minha opinião.	
4.A Ana vai incluir a minha opinião no estudo dela.	
5.A Ana vai mostrar as minhas opiniões a outras pessoas que estudam sobre aulas de inglês.	
6. A Ana explicou-me que nem sempre iremos utilizar o manual nas aulas, pois vamos fazer outras atividades.	
7.A Ana nunca vai contar a ninguém os nossos nomes verdadeiros.	
8. A Ana explicou-me que posso deixar de participar no seu estudo em qualquer momento.	

O meu nome completo é:

Sublinha a tua resposta:

- Eu ACEITO participar no estudo da Ana.

- Eu NÃO ACEITO participar no estudo da Ana.

A data de hoje: _____.

A minha assinatura: _____.

Eu,

aluno do ____ da Escola _____, aceitei participar no projeto da Ana, intitulado _____.

Como a Ana não vai usar o meu nome verdadeiro no seu estudo, eu vou escolher um nome de código.

O meu nome faz de conta que escolho é:

(Posso escolher um animal, uma flor ou uma cor)

Appendix IV – Questionnaire 1: “Eu e as aulas de inglês”

Eu e as aulas de inglês



Lê as afirmações seguintes. Assinala com (X) a opção que corresponde à tua opinião.

Afirmações	Sim (concorda)	Não (não concorda)
1. Estudar inglês é importante pois ser-me-á útil para a minha carreira no futuro.		
2. Estudar inglês permite-me conhecer e falar com uma maior variedade de pessoas.		
3. É importante falar inglês fora da sala de aula.		
4. Gosto de participar nas atividades das aulas de inglês.		
5. Tento falar inglês nas aulas.		
6. Gosto de ouvir histórias em inglês.		
7. Gosto de jogar jogos na aula de inglês.		
8. Gosto de fazer dramatizações de histórias (teatro).		
9. Gosto de cantar canções na aula de inglês.		
10. Gosto de fazer trabalhos de grupo na aula de inglês.		

Appendix V – Questionnaire 2: “Eu e os outros”

Eu e os outros



Lê as afirmações seguintes. Assinala com (X) a opção que corresponde à tua opinião.

Afirmações	Discordo totalmente	Discordo um pouco	Nem concordo nem discordo	Concordo um pouco	Concordo totalmente
1. Sei pelo tom de voz de outra pessoa se ela triste ou feliz.					
2. Eu consigo saber quando olho para uma pessoa se ela está feliz.					
3. Quando estou zangado com alguém tento imaginar o que ele/ela está a sentir ou a pensar.					
4. Quando vejo alguém triste, também me sinto triste.					
5. Não gosto de ver alguém ser humilhado					
6. Fico triste quando vejo um colega sem ninguém para brincar.					
7. Sinto pena das pessoas que não têm o que eu tenho.					
8. Penso que as pessoas podem ter opiniões diferentes sobre a mesma coisa.					

Appendix VI – Observation grid

Observation grid

Activity: _____ Date: _____ Class: _____

Student	Facial expressions	Body posture	Spoken intonation	Selection of words

Appendix VII – The ugly duckling story visuals and adaptation



Mummy Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out. Then, another big egg started to crack. Bang, bang, bang! One big, ugly duckling came out. 'That's strange,' thought Mummy Duck.



The ugly duckling wanted to play with his brothers and sisters, but they didn't like him because he was different. They said to him: "Go away!" "You're ugly!"



When he listened their brothers, the ugly duckling went to the lake to see his reflection and see how he really was. He realised he was not like his brothers and sisters and he got sad.



The ugly duckling decided to look around the farm and find other animals to play, but no one wanted to play with him.

- 'Go away!' said the pig.
- 'Go away!' said the sheep.
- 'Go away!' said the cow.
- 'Go away!' said the horse.



No one wanted to be his friend, so the ugly duckling ran away from the farm. He was very sad and lonely.



One day, the ugly duckling felt thirsty and put his head into the water to drink. He saw a beautiful, white bird!
- 'Wow!' he said. - 'Who's that?'



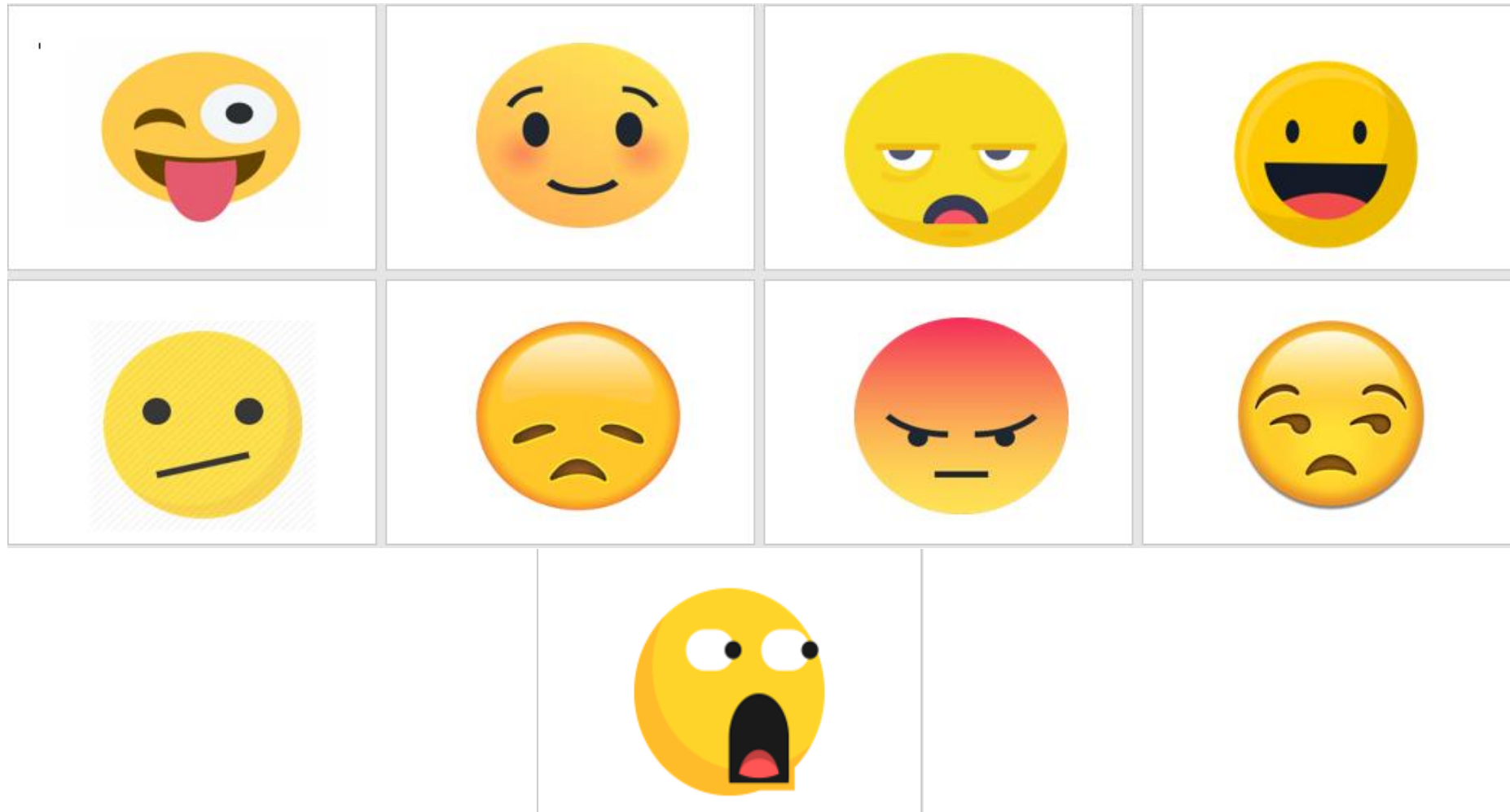
- 'It's you,' said another beautiful, white bird.
- 'Me? But I'm an ugly duckling.'
- 'Not anymore. You're a beautiful swan, like me.'



- 'Do you want to be my friend?'
- 'Yes!' he smiled.
The two swans became friends and they flew happily away, friends forever.

|


Appendix VIII – Emotions flashcards




Appendix IX – Farm animals' flashcards



Appendix X – Unit of work farm animals and emotions

 Mestrado em Ensino de Inglês no 1º ciclo do Ensino Básico Seminar: Teaching English to Young Learners Sandra Moura	
Unit of work: Farm animals and emotions	
Learning objectives	<ul style="list-style-type: none"> I can say and recognize different emotions (speaking skills). I can express how I feel. (speaking skills) I can ask others how they feel. (speaking skills) I can tell how others feel. (speaking skills) I can represent different emotions through my facial expression, body posture and intonation when I read instructions about it. (reading skills) I can listen to a story and understand it. (listening skills) I can say and recognize different farm animals (speaking skills). I can sing a song about farm animals. (listening, speaking, reading skills). I can understand pictures and words or sentences and match both. (reading skills) I can complete a dialogue with missing gaps and perform that dialogue. (writing, reading skills) I can dramatize a part of a story. (reading, speaking skills)
Vocabulary	Emotions: Happy, sad, shy, surprised, bored, angry, lonely, great, wonderful, ok, confident... Farm animals: pig, chicken, rooster, duck, cat, dog, cow, frog, swan.
Structures	<ul style="list-style-type: none"> How are you? / I am happy/ sad... How is he? /she? /He is lonely /She is surprised. What is it? /It is a dog / It is a cat / It is a pig /It isn't a swan/ It isn't a rooster. The roosters on the farm say....
Activities	<ul style="list-style-type: none"> Flashcard memory game about emotions. Pair work game with mini cards with emotions. Create an empathy book to register different emotions. Represent different emotions with facial expressions. Flashcard memory game about farm animals. Sharing a song about farm animals and their sounds Listening to the "Ugly duckling story". Complete a worksheet to match different pictures from the story with different feelings. Guessing and miming game in groups about pictures from the story. Performing a part of the story with the help and instructions

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	from a peer.
Final activity	Creating farm-animals masks and role-play three different parts of the story.
Books / Stories	"The ugly duckling" by Christian Hans Andersen
Songs / rhymes	"The animals on the farm."
Intercultural	Being able to reflect on differences and put themselves in the place of the other.
Curricular links	Social studies, Citizenship (respect towards others)